DOCUMENT RESUME

ED 236 225 TM 830 746

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TITLE	Chapter I Parent Involvement Component, 1982-83. Report of Evaluation.
INSTITUTION	Des Moines Public Schools, IA. Dept. of Evaluation and Research.
PUB DATE	25 Jul 83
NOTE	22p.
AVAILABLE FROM	Department of Evaluation and Research, 1800 Grand Ave., Des Moines, IA 50307-3382.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Compensatory Education; Elementary Secondary Education; Needs Assessment; Parent Attitudes; *Parent Participation; Parent School Relationship; Program Costs; *Program Evaluation
IDENTIFIERS	*Des Moines Public Schools IA; *Education Consolidation Improvement Act Chapter 1

ABSTRACT

Parent involvement has always been a vital component of the Des Moines (IA) Independent Community School District Chapter I program. A total of 125 parent activities were conducted at Chapter I buildings during the 1982-83 school year. These activities covered a wide range of topics and events. The individual filling the position of School/Community Liaison was largely responsible for setting up such activities. Parents responded in a positive manner to items on a survey requesting responses concerning several facets of the parent involvement program. With the reduction of the School/Community Liaison position, parent involvement in Chapter I will cease to be a separate component in 1983-84. Its functions, however, will be picked up as part of the reading and mathematics programs. As parent involvement ceases to exist as a separate component, it is recommended that continued emphasis be placed upon the importance of contacting parents of program students and encouraging their participation in advisory council activities. (Author/BW)

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REPORT OF EVALUATION

Chapter I Parent Involvement Component

1982-83

Department of Evaluation and Research
Des Moines Independent Community School District
1800 Grand Avenue
Des Moines, IA 50307

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Chapter I Program Evaluator

TM830746

Approved: Morris D. Wilson
Morris D. Wilson, Ph.D.
Director of Evaluation and Research

July 25, 1983

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DEPARTMENT OF EVALUATION AND RESEARCH
EVALUATION ABSTRACT

July 25, 1983

PROJECT TITLE:	Chapter I Parent Involvement Component
COORDINATOR:	Anita Jones, Chapter I Coordinator
STAFF (F.T.E.):	.5 Parent Involvement Coordinator .5 Stenographer 1.0 School-Community Liaison
OPERATIONAL SITES:	22 Chapter I Elementary Buildings 4 Chapter I Junior High Buildings 5 Parochial Buildings
POPULATION SERVED:	Parents/family members of 3,026 Chapter I students at 22 elementary, 4 junior high and 5 parochial buildings.
FUNDING:	Source: Chapter I, E.C.I.A. Amount Budgeted: $56,673 Amount Expended: $35,573

COMMENTS:

1. A total of 125 parent activities were conducted at Chapter I buildings during the 1982-83 school year. These activities covered a wide range of topics and events. The individual filling the position of School/Community Liaison was largely responsible for setting up such activities.

2. Parents responded in a positive manner to items on a survey requesting responses concerning several facets of the parent involvement program.

3. With the reduction of the School/Community Liaison position, parent involvement in Chapter I will cease to be a separate component in 1983-84. Its functions, however, will be picked up as part of the reading and mathematics programs.

RECOMMENDATIONS:

1. As parent involvement ceases to exist as a separate component, it is recommended that continued emphasis be placed upon the importance of contacting parents of program students and encouraging their participation in advisory council activities.

2. The format of the activities log submitted by the School/Community Liaison should be modified to make tabulation of activities occurring by building an easier process. This modification may occur automatically as the parent involvement component becomes a part of each building's Chapter I program.

A copy of the complete Evaluation Report is available upon request from the Department of Evaluation and Research, 1800 Grand Avenue, Des Moines, IA 50307-3382.

I. PROGRAM DESCRIPTION

Parent involvement has always been a vital component of the Chapter I program based to a considerable extent on the premise that the parent is first and most important teacher a child has. Seeking to utilize the support and involvement of parents, therefore, is viewed as a legitimate extension of the Chapter I program as well as being an activity required by law.

The district Parent Advisory Council is the official organization representing parents of Chapter I students. The council acts to provide Chapter I parents with information on federal rules and guidelines, the application process, current Chapter I programs and activities and program evaluation.

Parents have expressed the concern that the initial involvement at the building or community level is necessary before the district council could become an effective parental involvement vehicle. In response to this and in an effort to secure parent involvement and disseminate services and information to parents, a minimum of two parent activities per year at each building was planned and implemented.

Tne Parent Involvement Program was staffed by 1.0 School/Community Liaison, a .5 coordinator and a .5 stenographer. The liaison assisted parents and teachers by planning and scheduling activities, workshops, and/or training sessions for parents and keeping records of activities parents and children participated in at the building level. Reductions in this component for the 1983-84 school year include the loss of the School/Community Liaison position. This means that parent involvement will no longer exist as a separate component. Instead, parent activities will be planned and conducted at the building level.

The School/Community Liaison staff member was located at the Wilson Community Education Center, Chapter I office. The staff member served 22 elementary, 5 nonpublic and 4 junior high schools.

II. BUDGET AND EXPENDITURES

Figure 1 contains data on budget and expenditures for the Chapter I Parent Involvement Component during the 1982-83 school year.

FIGURE 1

Parent Involvement
1982-83

	Amount Budgeted	Amount Expended
Salaries	$43,713	$23,101
Fixed Costs	7,290	7,290
Dissemination	2,000	1,790
Mileage	750	712
Telephone	670	532
District Parent Advisory Council Supplies	2,250	2,148
Totals	$56,673	$35,573

A copy of budget information submitted by the Chapter I office pertaining to this component appears in Appendix A. As can be seen from Figure 1, a total expenditure of $35,573 was expended for this component as of June 27, 1983. Considerably less was expended in the salaries category due to the fact that the School/Community Liaison position was reduced from a 1.5 fulltime equivalent position to a 1.0 position early in the 1982-83 school year.

III. RESULTS OF EVALUATION

A series of eight process and performance objectives for the parent involvement component were developed by Chapter I administration prior to the opening of the 1982-83 school year. Minor revisions, including the deletions of one objective were made in November of 1982. The program objectives involved both the Parent Involvement Coordinator and the School/Community Liaison. The Parent Involvement Coordinator maintained the accountability file for this component in the office of the Supervisor, Chapter I programs. Monitoring was accomplished by visits to the Chapter I office during the school year by the program evaluator.

In this report, each objective is quoted followed by the evaluation for that objective. Comments and recommendations appear in sections following the evaluation.

Administration Performance Objectives

II A 1. The Parent Involvement Coordinator will organize and maintain an accountability file and provide copies of all evaluative data to support the evaluation of all objectives.

Documentation: accountability files maintained in the project office.

An accountability file was maintained in the office of the Parent Involvement Coordinator. Data supporting the evaluation of objectives was checked regularly throughout the school year by the Chapter I program evaluator. This objective was achieved.

II A 2. During the project year the Parent Involvement Coordinator will plan and conduct meetings with all school/community staff.

Documentation: agendas from meetings.

Agendas from seven meetings each entitled "School/Community Liaison Staff Meeting" were placed on file. The dates on the agendas indicated that the meetings occurred nearly on a monthly basis throughout the school year. Some agenda items were needs assessment, parent representatives, review of scheduled activities, and work on the newsletter/flyer containing information about Chapter I parent involvement. This objective was achieved.

School/Community Liaison Process Objectives

IV B 1. By October 1, 1982, the School/Community Liaison will develop a needs assessment instrument to determine activities to be implemented at the various buildings.

Documentation: by October 1, 1982, information submitted to the Parent Involvement Coordinator.

An instrument entitled Chapter I Parent Activities Needs Assessment was developed and used during the 1982-83 school year. A copy of this instrument appears in Appendix B. The form asked parents to mark two activities that were of most interest to them out of a series of ten. They were also given the option of listing their own ideas. The activities listed were much the same as those from the previous year with the exception of "make and take" activities which was added and several others that were deleted. This objective was achieved.

IV B 2. By November 5, 1982, the School/Community Liaison will conduct a needs assessment at each building to determine the program needs at assigned buildings.

Documentation: by November 5, 1982, completed needs assessments submitted to Parent Involvement Coordinator.

Completed needs assessment instruments were received from 51 individuals at a total of 28 Chapter I buildings. Responses were not received from five Chapter I buildings. The Parent Involvement

Coordinator reported that due to a very low response rate on the needs assessment from parents in the past, a different method of distribution of the instrument was used in 1982-83. Rather than sending the instruments directly to parents, Chapter I teachers were the recipients of the needs assessment form. They were instructed to complete and return the instruments themselves after having obtained the input of parents at the time of contact(s) with them. This would seem to be a good method to increase the response rate as long as caution is exercised to make sure that parents do provide the input asked for. The Parent Involvement Coordinator reported that this caution was observed in collecting the data.

For reporting purposes, 51.0 percent of the respondents indicated that they were interested in "what parents can do at home to help the child learn." "How to communicate with children" was indicated by 41.2 percent followed by 35.3 percent mentioning "child development stages." Respondents were not asked to rank order preferences among the choices made. This objective was achieved.

IV B 3. During the project year the School/Community Liaison will implement, plan and conduct a minimum of two parent involvement activities at each assigned Chapter I building in the following areas: 1) educational activities with children; 2) parent training; 3) community activities; 4) PAC activities; and 5) material checkout program.

Documentation: dated agendas, minutes and a summary log of activities conducted at each building submitted to the Parent Involvement Coordinator within one week of completed activity.

In evaluating Objective IV B 3, agendas for various activities as well as daily logs submitted monthly by the School/Community Liaison were used. Daily logs for the month of April were not submitted to the Department of Evaluation and Research. Table 1 indicates each Chapter I building and the number of parent involvement activities reported.

TABLE 1

School/Community Liaison
Parent Involvement Activities

Building	Number of Activities Reported
Brooks	6
Cattell	0
Edmunds	2
Findley	6
Garton	25
Holy Family*	2
Howe	5
Jefferson	1
King	11
Longfellow	8
Lucas	5
Madison	2
McKinley	10
Monroe	3
Moulton	1
Oak Park	7
Perkins	2
Phillips	0
Rice	7
Stowe	0
Wallace	4
Washington	0
Willard	8
Callanan	4
Harding	4
Hiatt	0
Weeks	2
All Schools	125

*Data for the parochial schools were not reported by building.

The criterion set for this objective was <u>two activities for each Chapter I building</u>. As no parent activities were reported for Cattell, Phillips, Stowe, Washington and Hiatt and only one occurred at Jefferson and Moulton, this objective was not achieved. Nevertheless, as indicated in the table, many activities were registered at some buildings, and a grand total of 125 did occur. It should also be noted that at several points in the School/Community Liaison's log, "deliveries" to all

Chapter I buildings occurred. It is not known if when these "deliveries" took place the business relating to the parent involvement component might have been conducted. In summary, while this objective as stated was not achieved, it appears that the School/Community Liaison did plan and conduct many activities related to parent involvement.

It is recommended that consideration be given to modifying the format of the log so that an easier tabulation of activities by building might be made. This might consist of a single sheet for each building on which activities for that particular building might be recorded. This modification may occur automatically as the parent involvement component becomes a part of each building's Chapter I program.

IV B 4. During the project year the School/Community Liaison will inform the parent coordinator, supervisor and program coordinators of monthly parent activities.

Documentation: a calendar of activities submitted one month in advance to the Parent Involvement Coordinator, supervisor and program coordinator.

The School/Community Liaison submitted a calendar of activities each month from October through May. While this calendar was not extremely detailed and contained as few as four entries for one particular month, it likely served as an appropriate backup to the much more detailed daily logs submitted by this individual. This objective was achieved.

Parent Performance Objective

VII A 1. Near the end of the project year the Chapter I parents will respond positively to project activities.

Documentation: summary of responses to the parent opinionnaire submitted by the Parent Involvement Coordinator to the Department of Evaluation and Research by June 15, 1983.

A copy of the Chapter I Parent Survey appears in Appendix C. Figure 2 contains a tabulation of the responses. The survey asks parents to respond to several items under each of three general headings. These headings are: 1) parent/teacher personal contact through home visits and conferences; 2) information; and 3) parent council. A varying number of responses was received to the 12 items on the survey, ranging from 217 to 338 in number. Parents were asked to respond to each item with a "yes," a "no," or "no opinion." The highest percent of positive ("yes") responses occurred on the items relating to "conferences" and "information" 75.0 and 73.4 percent respectively. A lower percent of positive responses was obtained under the "home visit" and "parent council" categories - 55.3 and 51.7 percent. It should be emphasized that very few responses to any item occurred in the "no" category. Many more were in the "no opinion" area, indicating a lack of knowledge or information on the part of respondents to particular facets of the program. For example, 34.3 percent did not express an opinion regarding advisory councils. As parent involvement ceases to exist as a separate component it is recommended that continued emphasis be placed upon the importance of contacting parents of program students and encouraging their participation in advisory council activities.

FIGURE 2

Chapter I Parent Survey Results

	Number of Responses		
	Yes	No	No Opinion
I. Parent/Teacher Personal Contact			
A. Home Visits			
1. Home visits made by the Chapter I teacher gave me useful information about the Chapter I program.	132	43	87
2. Home visits made by the Chapter I teacher gave me useful information about my child.	138	38	83
3. Home visits provide an opportunity for my child's teacher and me to openly discuss the Chapter I program.	138	35	44
B. Conferences			
1. Scheduled school conferences with the Chapter I teacher are helpful to me.	272	11	23
2. Chapter I sponsored activities at the school have improved communication between home and school.	181	28	79
3. Telephone calls and letters received from Chapter I teachers gave me information about my child's progress.	218	28	51
II. Information			
A. Chapter I was explained to my satisfaction when my child was selected to be in the program.	249	39	10
B. I received the Chapter I brochure and/or newsletters	229	59	58
C. The Chapter I brochure provides information about how the Chapter I program operates.	220	24	54

FIGURE 2 (continued)

Chapter I Parent Survey Results

		Number of Responses		
		Yes	No	No Opinion
D.	The newsletter Close Up On Learning provides information about Chapter I activities at different schools.	206	18	62
III.	Parent Council			
	A. The school advisory council(s) provide an opportunity for members and community persons to receive important information about the rules and regulations concerning Chapter I.	175	21	97
	B. The school advisory council(s) organizations provide the opportunity for members to express their concerns about the Chapter I program(s)	178	9	103

IV. COMMENTS

1. A total of 125 parent activities were conducted at Chapter I buildings during the 1982-83 school year. These activities covered a wide range of topics and events. The individual filling the position of School/Community Liaison was largely responsible for setting up such activities.
2. Parents responded in a positive manner to items on a survey requesting responses concerning several facets of the parent involvement program.
3. With the reduction of the School Community Liaison position, parent involvement in Chapter I will cease to be a separate component in 1983-84. Its functions, however, will be picked up as part of the reading and mathematics programs.

V. RECOMMENDATIONS

1. As parent involvement ceases to exist as a separate component, it is recommended that continued emphasis be placed upon the importance of contacting parents of program students and encouraging their participation in advisory council activities.
2. The format of the activities log submitted by the School/Community Liaison should be modified to make tabulation of activities occurring by building an easier process. This modification may occur automatically as the parent involvement component becomes a part of each building's Chapter I program.

APPENDIX A

Chapter I Parent Involvement Component
Budget and Expenditures

Parent Involvement *
1982-83

	Budgeted	Expended
Salaries .5 Coordinator 1.5 Liaison .5 Clerical	43,713	23,101
Fixed Costs	7,290	7,290
Dissemination	2,000	1,790
Mileage .5 Coordinator 1.5 Liaison	750	712
Telephone	670	532
D.P.A.C. Supplies	2,250	2,148
Total	56,673	35,573

* Data as of June 27, 1983

APPENDIX B

Chapter I Parent Activities Needs Assessment

File copy

SCHOOL_____

CHAPTER I PARENT ACTIVITIES NEEDS ASSESSMENT

The purpose of Chapter I Parent Activities is to involve parents in the education of their children. We believe that the more parents are involved, the more students will learn. There are a number of ways parents can become active participants in the education of their children. Two primary ways of becoming involved are to participate as members in the District Advisory Council and to participate in planned activities. Some of the topics that will be covered during council meetings are the purposes of the advisory council, and information on Chapter I, how the program is planned, and what effect it has on students. In addition to these, there are many activities that can be conducted according to the interests of parents. We would like to learn what interests you.

Please mark the two program ideas that interest you most, or write in your own ideas.

__1. What parents can do at home to help the child learn.

__2. Chapter I breakfast, luncheon, potluck, tea

__3. Parents volunteering

__4. Do-it-yourself educational games (Parent/Child)

__5. Assertive Discipline

__6. Make and Take activities

__7. The child development stages children go through, such as, "Coping with Teenagers"

__8. Speaker on drugs/alcohol

__9. How to communicate with children

__10. Parent/Child educational field trips

__ _____

__ _____

__ _____

APPENDIX C

Chapter I Parent Survey

Chapter I Parent Survey

Please help us to improve the Chapter I program by circling the number that best describes how you feel about each of the following statements.

	Yes	No	No Opinion
I. Parent/Teacher personal contact			
A. Home visits			
1. Home visits made by the Chapter I teacher gave me useful information about the Chapter I program.	1	2	3
2. Home visits made by the Chapter I teacher gave me useful information about my child.	1	2	3
3. Home visits provide an opportunity for my child's teacher and me to openly discuss the Chapter I program.	1	2	3
B. Conferences			
1. Scheduled school conferences with the Chapter I teacher are helpful to me.	1	2	3
2. Chapter I sponsored activities at the school have improved communication between home and school.	1	2	3
3. Telephone calls and letters received from Chapter I teachers gave me information about my child's progress.	1	2	3
II. Information			
A. Chapter I was explained to my satisfaction when my child was selected to be in the program.	1	2	3
B. I received the Chapter I brochure and/or newsletters.	1	2	3
C. The Chapter I brochure provides information about how the Chapter I program operates.	1	2	3
D. The newsletter Close Up on Learning provides information about Chapter I activities at different schools.	1	2	3
III. Parent Council			
A. The school advisory council(s) provide an opportunity for members and community persons to receive important information about the rules and regulations concerning Chapter I.	1	2	3
B. The school advisory council(s) organizations provide the opportunity for members to express their concerns about the Chapter I program(s).	1	2	3

Please make any comments on the back of this sheet regarding suggestions, ideas or opinions you may have about Chapter I proposals, advisory meetings, newsletters, brochures or any other subject relating to Chapter I.

THANKS!!